DOCUMENT RESUME

ED 383 394 JC 950 320

AUTHOR Stockton, James J.
TITLE Development of a Process To Review and Revise the Mission, Goals, and Institutional Objectives of North Arkansas Community/Technical College.
PUB DATE Apr 95
NOTE 79p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; Community Involvement; Environmental Scanning; *Institutional Mission; Mission Statements; *Organizational Development; *Organizational Objectives; Program Evaluation; Two Year Colleges
IDENTIFIERS North Arkansas Community Technical College

ABSTRACT

North Arkansas Community/Technical College (NACTC) was formed in July 1993 by the consolidation of a community and technical college in the community of Harrison, Arkansas, but used the mission statement, goals, and institutional objectives developed by the community college. A project was undertaken to develop a process for reviewing and revising NACTC's mission statement, goals, and institutional objectives, focusing on the type of process that should be developed and the activities and participants to be included in the process. Sources of data included a review of the literature, input from a committee formed to discuss issues and practical requirements, and sample processes obtained from their colleges. The first draft of the process was completed March 2, 1995 and distributed to a summative evaluation committee for revisions. Copies of the final draft were presented to the NACTC president. The process developed included environmental scanning activities; a campus-wide planning process; provisions for community input and evaluation of the process; and the opportunity for other planning documents, such as vision or values statements, to be considered during the development of mission, goals, and institutional objectives. (Contains 33 references.) (Appendixes include criteria used in developing the planning process, information on members of formative and summative evaluation committees formed for the project, and the final planning process.) (KP)

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ED 383 394

# DEVELOPMENT OF A PROCESS TO REVIEW AND REVISE THE MISSION, GOALS, AND INSTITUTIONAL OBJECTIVES OF NORTH ARKANSAS COMMUNITY/TECHNICAL COLLEGE

Emergence of Higher Education in America

James J. Stockton

North Arkansas Community/Technical College

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Marvin E. Jones

Springfield Cluster

A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

April, 1995

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

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by

James J. Stockton

April, 1995

The problem under investigation was that North Arkansas Community/Technical College (NACTC) used the mission statement, goals, and institutional objectives developed by North Arkansas Community College, and no system was in place to update those documents. The purpose of the study was to develop a process for the college to use to review and revise its planning documents. There were two research questions for this study. First, "What kind of process should be developed to review and revise the mission, goals, and institutional objectives of North Arkansas Community/Technical College?" Second, "What

activities and participants should be included in the process?"

Procedures used to develop the process included a review of related literature. Criteria were developed for the process based on the literature review and input from experts. A formative panel was formed to discuss issues and practical requirements for development of a planning process. Sample processes from other colleges were secured. A draft of the process was written, including a timetable and methods to apply the process. The draft was validated by a summative committee, using the criteria established, and revisions were made. The final process was submitted to the president of NACTC.

The result was an inclusive planning process that meets college needs. It is recommended that the process be employed by the college to review and, if required, revise its planning documents; that the college's mission statement, goals, and institutional objectives be reviewed on a regular basis; and that the process itself be evaluated to assist its improvement.

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# Chapter 1

## INTRODUCTION

North Arkansas Community/Technical College (NACTC) is a comprehensive two-year public college. The institution offers transfer courses and programs of study, one-year technical certificate programs, and two-year academic and technical associate degree programs.

The college was formed July 1, 1993 by the consolidation of North Arkansas Community College (NACC) and Twin Lakes Technical College (TLTC). Both of the former institutions were located in the same community, Harrison, Arkansas. The newly-created NACTC has two Harrison campuses: the South Campus, the former NACC, and the North Campus, the former TLTC.

### Nature of the Problem

Although North Arkansas Community/Technical College is almost two years old, the institution continues to use the mission statement, goals, and institutional objectives developed by NACC. The need for a review of the new college's planning documents was noted by a team from the North Central Association of Colleges and Schools that visited NACC and TLTC in September of 1992 and recommended approval of the merger.

The problem was that no course of action was in place to involve faculty, staff, trustees, students, community representatives, and others in the design of a mission statement, goals, and institutional objectives for NACTC. Until such a process was developed, the reviews and possible revisions called for by North Central could not be undertaken.

## Purpose of the Study

The purpose of this study was to develop a process to be used in reviewing and revising the mission statement, goals, and institutional objectives of North Arkansas Community/Technical College. The process needed to be developed in order to ensure participation by students, college faculty and staff, and other representatives of the institution's service area.

## Significance to the Institution

According to Cross (1985), in a classic study of two-year colleges, "Quality of education is the central challenge to community colleges in their fifth generation. This can only be achieved if there is central agreement on mission" (p. 48). Although the 151 employees of North Arkansas Community/Technical College are working together under one institutional umbrella, until each individual feels ownership of the planning

process of the college and the direction it is moving, forming a fully integrated and cooperative team appears problematic at best. Development of a process to produce a new mission statement, goals, and institutional objectives for the college should foster opportunity for collaboration involving NACTC employees, students, and community members. It should also clarify institutional focus.

## Relationship to Seminar

This practicum is directly related to the Emergence of Higher Education in America seminar in that the mission, goals, and institutional objectives of two-year colleges have evolved from an open door philosophy of higher education that began in this country during the Civil War. In a classic study, Ross (1942) labels the Morrill Act of 1862 as the benchmark of an educational movement that made postsecondary education accessible to women and the common man. The completion of this project required an examination of the history of the community college movement and the evolution of the mission of two-year colleges.

## Relationship to Concentration

This practicum is directly related to general institutional administration. A college's mission

statement, goals, and institutional objectives provide the framework for policies and procedures utilized to administer the institution. It is the responsibility of college administrators to provide a leadership role in the development and implementation of the institution's planning process.

## Research Questions

There were two research questions for this study. First, "What kind of process should be developed to review and revise the mission, goals, and institutional objectives of North Arkansas Community/Technical College?" Second, "What activities and participants should be included in the process?"

## Definition of Terms

For the purposes of this practicum, the following terms require clarification.

Departmental objectives. Specific, measurable outcomes, limited by time, that demonstrate achievement of goals and institutional objectives.

Goals. Timeless, general expressions of aims to be achieved.

Institutional objectives. Focused statements reflecting a major component or functional area within each goal.

Mission. The purpose and focus of an organization or institution. A mission statement explains why the institution exits.

Strategic planning. A process to determine desired outcomes and strategies for accomplishing those outcomes through analysis of external threats and opportunities and assessment of internal strengths and weaknesses.

Strategies. Measurable assignments that describe means to achieve an objective.

Tasks. Tasks are the steps necessary to complete a strategy.

Values statements. Statements that reflect the institution's core beliefs and values.

Vision statement. The preferred future for an institution or organization.

# Chapter 2

## REVIEW OF THE LITERATURE

### Introduction

A review of the literature was conducted to gain an understanding of how to develop a planning process. Books, journal articles, and other materials were reviewed in an effort to ascertain the developmental stages required for designing a process to review and revise the mission statement, goals, and institutional objectives of NACTC. Four major areas of information were identified during the literature review: (a) evolution of two-year college missions, (b) planning rationale, (c) planning concepts, and (d) applied research. Over 75 literature sources were reviewed, and 33 are included in this report.

### Evolution of Two-Year College Missions

Deegan and Tillery (1985), in a classic study of the American two-year college, note that comprehensive community colleges are the fifth generation in the evolution of two-year colleges. The first generation, developed between 1900 and 1930, represented an extension of the high schools of the time. Cohen and Brawer (1989) report the influence of prominent educators who wanted universities "to abandon their

freshman and sophomore classes and relegate the function of teaching adolescents to a new set of institutions, to be called junior colleges" (p. 5).

Most early two-year institutions had as their mission the preparation of students for universities. The scope was broader in California, however, where two-year colleges were permitted to offer certain post-secondary vocational courses. As a result of the domination of the universities, the idea of parallel transfer courses was established (Deegan & Tillery, 1985).

Witt, Wattenbarger, Gollattscheck, and Suppiger (1994) find the history of two-year colleges in Arkansas dates back to 1909, with the creation of three agricultural and mechanical colleges and one polytechnical college. One of the state's municipal two-year institutions, formed in the 1920s, received a $2 million bequest in 1927, the earliest instance of a major bequest to a two-year college in the nation.

Deegan and Tillery (1985) report that the junior college generation, from 1930 until 1950, helped people retrain for jobs after the Great Depression and welcomed adult learners, including World War II veterans. During this era, student services and guidance gained

importance, relationships with high schools weakened, and new emphasis was given to general education.

The third generation, from 1950-70, is called the community college generation. These open door institutions were more complex, offered a wider variety of programs, had better financing, and attracted more qualified faculty (Deegan & Tillery, 1985).

Comprehensive community colleges were the fourth generation in this continuum Deegan and Tillery (1985) outline. During the period from 1970 to the mid-1980s, the mission of community colleges became less clear. In 1978, the National Center for Educational Statistics reported 60% of two-year college graduates were from occupational fields. This period opened with widespread growth and stable financing for community colleges and ended with funding in turmoil, with some institutions leveling off in growth or losing enrollment.

Such basic tenants as open access, comprehensive programs, and recurrent adult education were questioned (Deegan & Tillery, 1985). The open door was challenged on the basis that many students were not qualified for the programs they were taking; they were being set up for failure. The comprehensive theme was labeled as responsible for weakening the transfer function. In the

view of some critics, community colleges were taking on too many social programs. Conversely, adult learners demanded more equality with vocational-technical and transfer students. Another significant result of the community college generation was the partnerships that developed between community colleges and private business and industry.

As the fifth generation of two-year colleges struggle to gain their footing, a new paradigm is emerging. Barr (1993) notes the absence of the word "learning" in virtually every mission statement of California's 107 community colleges. Yet, emphasis nationwide has shifted from quality of instruction to learning outcomes achieved.

Parnell (1990) sees opportunities and challenges in the 1990s and beyond. In a business environment of automation and increased productivity, postsecondary educational leaders must: (a) understand and act upon issues and their relationships, (b) build a sense of community in their colleges and communities, (c) recruit and retain a more diverse student population, (d) expand institutional flexibility, (e) improve financial stability, (f) address faculty scarcity problems, and (g) ameliorate leadership and governance effectiveness.

Witt et al. (1994) conclude that two-year colleges entering the next century must be prepared to meet the challenges of a nation dealing with the problems of crime, immigration, health care, drugs, and other social issues in a time when governments at all levels are financially strapped and seemingly helpless. "All of this in a democratic society where citizens argue that they have been pushed out of the political process and that their government and its public officials have failed them" (p. xi).

## Planning Rationale

The most important action in successful community college strategic planning is the development of the college's mission (Neumann & Finaly-Neumann, 1994). "A well conceived mission statement prepares a community college for the future and establishes long-term direction" (p. 199).

The systems model that Senge, Kleiner, Roberts, Ross, and Smith (1994) present helps to underscore the importance of planning to the success or failure of institutions. "In systems thinking, every picture tells a story. From any element in a situation (or 'variable'), you can trace arrows ('links') that represent influence on another element. These, in turn,

reveal cycles that repeat themselves, time after time, making situations better or worse" (p. 113).

De Pree (1992) notes the importance of a clear vision, along with a strategy or process for carrying it out, to an organization. The vision, mission, and goals should be consistent with the institution's beliefs and values. Priorities should be established, clearly communicated, and followed in the daily routine. A sound vision based on community values should be the basis for mission, goals, and objectives.

Organizational mission should be the result of a shared vision. "At the heart of building shared vision is the task of designing and evolving ongoing processes in which people at every level of the organization, in every role, can speak from the heart about what really matters to them and be heard--by senior management and each other" (Senge et al., 1994, p. 299).

Zander (1993) finds that a common purpose is also important to effective oversight of organizations. "The description of the mission merely helps board members to be sure that activities conducted by the board or the staff are in accord with the board's general purpose" (p. 19).

In a study of college mergers, Martin, Samels, and Associates (1994) find the goals and values of stakeholders are keys elements in the process. They state the need for "a concise, operationally oriented planning document... [containing] a mission statement, a set of global goals and objectives, specific work plans, deliverable products, assignments of responsibility, and a resource analysis" (p. 107).

Burkhardt (1994) notes that courage is required to articulate a new vision in a public way during the restructuring that accompanies a college merger. "The temptation to succumb to paralysis is persistent and huge" (p. 24).

Elson, Oliver, and Strickland (1992) outline the importance of a clear mission to effective evaluation in vocational and technical education. Simmons (1993) finds the planning process is a key for institutions preparing for accreditation reviews. "In light of the restricted time in which community colleges must ensure an effective general education, it is incumbent on accrediting bodies to consider institutional mission, program goals and objectives...when reviewing community colleges' general education outcomes" (p. 87).

Community colleges should examine their mission, philosophy, goals, and structure to assess their readiness as community-based institutions, according to the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM) model (Boone & Vaughn, 1993). The model envisions community colleges as moving forces promoting collaboration among community groups seeking resolution to complex issues.

## Planning Concepts

In a study of the planning process, Dill (1993-94) notes the dysfunction poorly designed processes engender. "They undermine the decision making necessary for institutional adaptation and create administrative burdens, wasteful paperwork, and distrust among the faculty" (p. 8). Properly designed and implemented planning, however, can "inspire greater trust on campus and risk-taking" (p. 13).

Senge (1990) finds three critical questions at the core of developing governing ideas for an organization:

1. What? The organization's vision is the answer to this question. It is "the picture of the future we seek to create" (Senge, 1990, p. 223).

2. Why? The purpose or mission answers the why question. It explains why the organization exists.

"Great organizations have a larger sense of purpose that transcends providing for the needs of [stakeholders] and employees. They seek to contribute to the world in some unique way, to add a distinctive source of value" (Senge, 1990, p. 224).

3. How? The answer to this question describes how the organization "wants life to be on a day-to-day basis, while pursuing the vision" (Senge, 1990, p. 224). Core values of the organization (e.g., integrity, openness, freedom, equal opportunity) answer the how question.

Meredith (1993), who surveyed 133 college planners in 38 states and four Canadian provinces to determine what works in planning activities, finds:

1. Planning should be participatory. It should not be delegated to a planner.

2. Planning should be institution-wide and strategic in nature.

3. Clearly defined goals should be delimited for the institution and for the planning effort.

More than half of colleges surveyed linked planning to budgeting. Other effective strategies included: (a) good communication among campus groups, (b) involving a majority of the academic community, and (c) placing more

emphasis on facilities planning. One effective strategy reported is to require that all budget requests be tied to planning objectives (Meredith, 1993).

Drucker (1990) lists three essentials for mission success: (a) it must reflect opportunities and needs, (b) the institution must have the competence to accomplish what it sets out to do, and (c) personal commitment on the part of everyone involved is required. "Every mission statement, believe me, has to reflect all three or it will fall down on what is its ultimate goal, its ultimate purpose and final test. It will not mobilize the human resources of the organization for getting the right things done" (p. 8).

Without a well-defined mission, organizations have a vague, uncertain sense of purpose. A mission that can be accomplished should be clear, specific, and not in need of interpretation (Kennedy, 1991).

Norris and Poulton (1991) believe educational planning "should occur at all levels of the organization" (p. 5). Mission development commonly involves a combination of board, staff, outside experts, and the general public (Caruthers, 1987).

Neumann and Finaly-Neumann (1994) believe "a good mission statement describes the college's purpose,

customers, programs and services, philosophy, and unique features" (p. 199). A college's mission should reflect customer needs, customer groups, and services, activities, and programs available to customers.

From a study for the National Center for Postsecondary Governance and Finance that included a review of higher education planning literature and a survey of administrators at 256 institutions, Schmidtlein (1990) finds "planning processes that did not involve and have the support of those responsible for affected functions, were not successful" (p. 5).

Gelatt (1992) reports a need to plan before planning. A process should be developed to ensure that key players and stakeholders are involved and informed. Other considerations before the inception of actual planning include: (a) the organization's experience with planning, (b) commitment of leadership to planning, (c) the time period available for planning, and (d) potential problems that could threaten the planning process.

## Applied Research

New Mexico State University-Alamogordo (1992) reports the following four questions were considered in developing its planning process:

1. What is the college doing?

2. What is the community doing that may affect the college in the future?

3. How well is the college achieving its mission and purpose?

4. What should the college do in the future?

Objectives of the institutional assessment and strategic planning process (IASP) developed by New Mexico State University-Alamogordo (NMSU-Alamogordo, 1992) were to improve: (a) how students are taught, (b) how students are served, (c) how well students learn, and (d) how much students know. The process, which was implemented in the summer of 1992 with a scheduled completion date in May of 1993, utilized internal and external focus groups, surveys, student tracking systems, and data collected from faculty, staff, and the external environment. The process was designed to produce action plans to focus on concerns, to foster involvement, and to be continuous.

Evans (1990) reports that guidelines for the development of a new mission and goals at Yakima Valley Community College were established by the college's president. The task of developing a mission statement for the institution was divided among representatives of

three groups: administrative staff, support staff, and faculty. After each group designed a mission statement reflecting the perspective of its own members, the three groups met to combine their renditions. Some of the questions asked by the faculty group during the process were:

1. Who are we?
2. What do we do?
3. To whom do we do it?
4. When, where, why, and how do we do it?

To define the faculty's role in the institution, Evans (1990) notes, their group examined characteristics of students, faculty, and setting and content. The need for prioritizing scarce resources was a major concern, along with faculty having a voice in the direction of the college.

Evans (1990) reports that the three groups merged into one mission and goals committee that also included student representation. Release time was provided to free committee members to concentrate on developing philosophy and mission statements. The educational process and product [students] were considered. A philosophy statement, mission statement, and goal statement were developed and shared with the campus

community and other stakeholders, providing a forum for input and revision.

Ringle and Capshaw (1990) find that two types of planning processes worked best for Essex Community College. Structured and centralized planning was used to resolve issues when the need for direction from one major service unit on campus was determined, or when a particular department had the technical expertise required (e.g., budgeting). Decentralized, fluid planning processes were used to address issues that had less clearly defined boundaries and required diverse input from several divisions and departments (e.g., educational reform).

Lakeland Community College (1993) reports a process to update its strategic plan that consisted of two major steps:

1. An environmental scan conducted in 1990 was updated and altered to mirror new realities. Using that review, assumptions developed during the previous planning process were re-examined.

2. Based on the findings of that re-examination, progress towards accomplishing objectives was evaluated and strategic priorities were developed for the next five years.

The board of trustees, president's cabinet, and a planning advisory council participated in the process developed by Lakeland Community College (1993). Major priorities identified for 1993-97 include: (a) sustaining and strengthening academic quality for students, (b) keeping career training current for economic development, (c) providing access to programs with a focus on success, (d) protecting taxpayers' investment in the college, (e) guaranteeing accountable performance and fiscal stability, and (f) increasing interaction with other community and governmental organizations. Each priority included objectives that were measurable by accomplishments.

Donsky (1992) finds that strategic planning, operational planning, and effectiveness measures should be incorporated into the same process to avoid duplication of efforts. Seminole Community College in Sanford, FL, has developed an integrated planning effectiveness model (IPEM) that includes: (a) mission statement development as the first step; (b) strategic and operational planning as separate processes linked through the mission statement; (c) organizational units conducting both strategic and operational planning activities; (d) strategic planning producing an annual

plan along with the strategic plan, including effectiveness measures; (e) operational planning "reflected in statements of purpose (sub-mission statements) by institutional areas which lead day-to-day functions that result in operational activities with effectiveness measures" (p. 10); and (f) strategic effectiveness measures and operational effectiveness measures incorporated into one document.

Oromaner and Fujita (1993) report the steps taken by Hudson Community College (HCC) in Jersey City, NJ, to update its mission statement and planning documents. A traditional vocational and occupational institution offering certificates and associate of applied science degrees, HCC's faculty and staff reviewed 67 exemplary mission statements of comprehensive community colleges and analyzed documents from the New Jersey Department of Higher Education and the Commission on Higher Education of the Middle States Association of Colleges and Schools. Environmental scanning activities were conducted, examining educational, economic, demographic, and employment characteristics of the college's service area, and a mission questionnaire was distributed to over 1,100 college faculty and staff and residents of the college's service area. Input was also received

from over 100 representatives of the college community and external stakeholders during an all-day forum to consider mission issues.

Blong and Friedel (1991) report that Eastern Iowa Community College District (EICCD), which has five administrative areas (instruction; student services; administration; research, planning, and development; and community services and programs) developed a shared vision of what the college should look like in the next century, focusing on the year 2020. The purposes of the process were to: (a) provide focus for the institution, (b) nurture commitment, (c) enhance communication, and (d) reaffirm the mission and beliefs of the institution.

Every EICCD employee was involved in the process, which looked at the college's mission, functions, and organizational structure (Blong & Friedel, 1991). The process, implemented in September of 1989 and completed in December of 1990, included the following steps:

1. Orientation sessions, May of 1989. The chancellor asked for volunteers to serve as small group facilitators.

2. Workshop for small group facilitators, September of 1989.

3. Publication and distribution of a 122-page environmental scan document, September of 1989. The

purpose of the document was to summarize major trends and projections that could impact the college in the next century.

4. Staff development day. After a keynote address by a college chancellor from California, college employees broke into 33 groups (three each for 11 college functions) and used the environmental scan document to identify 350 environmental impact statements relating to the 11 college functions, Oct. 6, 1989.

5. Environmental impact statements analyzed and compiled into five workbooks, October, 1989.

6. General orientation session to the process, Oct. 25, 1989.

7. Site meetings by organizational structure, October, 1989-April, 1990.

8. Small group co-chairs meeting to formulate 2020 Vision goal statements, April 30, 1990.

9. Administrative retreat for formulation of EICCD institutional goal statements, June 14-15, 1990.

10. 2020 Vision goal statement survey of board, faculty and staff, and students, October and November, 1990.

11. Board retreat to revise mission and belief statements, identify priorities, and review

institutional goals, November 30 and December 1, 1990. A more proactive statement was developed, and belief statements were changed to reflect service to business and industry, instead of only workers and students.

12. Approval of the EICCD mission, belief statements, and goals by the college board, Dec. 17, 1990.

The College of DuPage (1993) identifies a process that includes mission, vision statement, master planning, five-year institutional goals, short-term goals, area goals, budget development, area action plans and tasks, and implementation. The process schedule for development of institutional goals starts in early May and finishes in middle November. Area goals are revised each year in the spring. Mission and vision are reviewed every four years, futures forums are held quarterly or as needed, 25-year enrollment projections are revisited every four years, the educational and facilities master plan is inspected every four years, and the human resources master plan is analyzed every five years. The financial master plan of the institution is looked at every five years, and computing, five-year and short-term goals, area goals, and budget are discussed annually.

## Summary

To summarize, present day two-year colleges are the fifth generation of a movement that dates back to the early 1900s (Deegan & Tillery, 1985). Early advocates saw 'junior colleges' as relief for university professors from teaching younger students (Cohen & Brawer, 1989).

Doors of two-year colleges opened to new kinds of students after the Great Depression and World War II. Following the prosperity and growth of the 1970s, the mission of two-year colleges became less clear (Deegan & Tillery, 1985). As increased emphasis on learning outcomes emerges (Barr, 1993), modern two-year colleges face the high tech opportunities and challenges of the next century (Parnell, 1990) against a backdrop of crime, health care problems, immigration, and other social issues (Witt et al., 1994).

As institutions plan for the next century, mission statement development is the first and most important element in strategic planning (Kennedy, 1991; Neumann & Finaly-Neumann, 1994). Mission or purpose is important to effective oversight by board members (Zander, 1993), and assists in institutional evaluation (Elson et. al, 1992), including accreditation reviews (Simmons, 1993).

A clear vision of the institution's future is essential (De Pree, 1992) and should be shared by the entire organization (Senge et. al, 1994).

An effective planning process is valuable when colleges merge (Martin et al., 1994) and inspires trust and risk-taking on campuses (Dill, 1993-94). It sometimes requires courage to make the changes in mission and goals that are needed (Burkhardt, 1994).

As two-year colleges seek to foster collaboration in their communities, they should examine their mission, philosophy, goals, and structure to assess their readiness for a leadership role (Boone & Vaughn, 1993). Senge (1990) finds three critical answers that an institution needs as it begins to plan: (a) what its vision is, (b) why it exists, and (c) how it wants to live (what its values are).

Meredith (1993) finds planning should be participatory and strategic in nature, with clearly defined objectives. Educational planning should occur at all levels of the institution (Norris & Poulton, 1991). Missions should reflect opportunities and needs, address something the organization is competent to handle, and merit commitment on the part of employees (Drucker, 1990); they should mirror customer needs,

customer groups, and services, activities, and programs available to customers (Neumann & Final-Neumann, 1994).

A common thread in planning process development is the use of external scanning techniques (Blong and Friedel, 1991; Lakeland Community College, 1993; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993). All college employees should have ownership of the process (Blong & Friedel, 1991; Evans, 1990; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993).

Strategic and operational planning should be linked to effectiveness in the same process to avoid duplication of efforts (Donsky, 1992). It is important to plan before planning--to develop a process to follow (Gelatt, 1992).

# Chapter 3

## METHODOLOGY AND PROCEDURES

### Procedures

The developmental methodology was used in this study because the underlying problem was addressed and the research questions were answered by the development of a product, the planning process, not available to the college. Procedures followed in answering the research questions for this study are outlined below.

Several procedures were used to complete this developmental product. First, a review of literature was conducted to provide a conceptual framework for the development of a planning process. The review included theoretical topics of the evolution of two-year college missions, planning rationale, and planning concepts as well as applied topics regarding the development of a two-year college planning process.

Second, criteria were established for the planning process. The criteria were based on the information gleaned from the literature review and input from one cluster coordinator, one associate cluster coordinator, and one practicum evaluator. Criteria were validated by two national experts on planning (see Appendix A for criteria committee membership and selection procedures).

Third, a committee of individuals was formed to discuss the issues and practical requirements for development of a process to design a mission statement, goals, and institutional objectives for the college. This formative committee (see Appendix B for committee composition and selection procedures) consisted of one director of planning, management, and evaluation (who would lead implementation of the process); the college's president; the chairman of the college's board of trustees; and one college instructor. The committee met several times, including smaller group sessions.

Fourth, sample processes used to design planning documents were obtained from other colleges. Using electronic mail, a message was sent nation-wide to 750 members of SCUP, the Society for College and University Planning.

Fifth, a draft of the process was written. The draft included criteria, rationale for planning, the process, a timetable and methods to apply the process, and a process evaluation component.

Sixth, the draft was reviewed by a summative committee (see Appendix C for committee composition and selection procedures) for validation purposes, using the criteria previously established. This committee of

experts included two presidents of other Arkansas community colleges and one director of institutional advancement of a Texas two-year college. A copy of the process draft was mailed to each member of the summative committee. Members returned comments in writing and via telephone.

Seventh, revisions were made based on summative committee recommendations. The final planning process was submitted to the president of NACTC.

## Assumptions

For this practicum, it was assumed that members of the formative committee would have the knowledge to guide the development of this project. It was also assumed that the current theory of planning process development is the most accurate and useful for a two-year college setting. It was further assumed that the summative committee's evaluation of the content and format would be reliable and valid.

## Limitations

The process developed was limited in that it meets only the specific needs of NACTC. A second limitation was the imperfect validity of the criteria developed for the process.

# Chapter 4

## RESULTS

The review of the literature produced information regarding the evolution of two-year college missions, the rationale for planning, concepts of mission development, and recommendations about the kind of process needed by North Arkansas Community/Technical College, including the activities and participants that should be included. The history by Deegan and Tillery (1985) of the development of two-year colleges from preparatory schools for four-year universities to modern day, open-door, comprehensive colleges was helpful in providing perspective. Forecasts of the future by Barr (1993), Parnell (1990), and Witt et al. (1994), noting the myriad challenges faced by two-year colleges as they prepare for the next century in a diverse and constantly changing society, provided better understanding of the challenges faced by today's community college.

Several sources were helpful in underscoring the need for vision and mission development. Neumann and Finaly-Neumann (1994) recommended mission development as the most important component of strategic planning in two-year colleges. De Pree (1992) advanced the importance of an organization having a clear vision and

developing a strategy or process for carrying it out. The vision should be the outcome of successful accomplishment of mission, goals, and objectives.

Information regarding participants in the process came from Senge et. al (1994), who stressed that mission should be the product of a shared vision. Meredith (1993), Norris and Poulton (1991), and Schmidtlein (1990) recommended a participatory process that involves all stakeholders, internal and external, in the college's success.

Senge (1990) helped identify the products of a planning process, recommending three concepts that should be identified in developing governing ideas for an organization. They include: (a) the vision, or preferred future of the organization; (b) its purpose or mission; and (c) its core values. Meredith (1993) suggested planning should be strategic in nature, and clearly defined goals should be set for both the plan and the planning process. Drucker (1990) listed three mission essentials: (a) that it reflect opportunities and needs, (b) that it tackle areas the institution has the competence to address, and (c) that it have the personal commitment of everyone involved in carrying it out.

All of the sample processes gleaned from the review of the literature were of assistance. The questions and objectives from New Mexico State University-Alamogordo (1992) helped to develop objectives for the process. The distribution of work assignments developed by Yakima Valley Community College (Evans, 1990) and Essex Community College (Ringle & Capshaw, 1990) were considered.

The timetable and order of activities suggested by College of DuPage (1993), Eastern Iowa Community College District (Blong & Friedel, 1991), and Lakeland Community College (1993) assisted in determining the proper amount of time to allow for various planning process activities. Seminole Community College's integrated planning effectiveness model, linking strategic and operational planning with effectiveness measures (Donsky, 1992), helped bring into focus the relationships between planning and evaluation.

As an institution with an experience similar to what is taking place at NACTC, Hudson Community College's steps of reviewing mission statements, surveying the college and external community, and conducting environmental scanning to assimilate academic and technical functions into a new mission were also

advantageous during the formative evaluation committee's discussions.

Criteria established for the product of this study, the planning process, included that it: (a) should contain definitions of planning terms, to help assure that appropriate planning components are considered; (b) should provide for input from internal and external stakeholders; (c) should include a timetable for implementation of planning activities included in the process; (d) should include steps needed for approval of a new mission statement, goals, and institutional objectives, along with any other planning documents developed through the process; and (e) should include an evaluation component for evaluation of the process developed.

The formative evaluation committee, which met on a monthly basis from November, 1994, through March, 1995, agreed on all of the components of the final process developed. The most difficult challenge for the committee was to delineate the process without crossing over into the implementation stage.

The committee agreed that the process should satisfy its criteria without handcuffing implementation committees. For that reason, it was determined that the

process should not attempt to develop surveys or forms that could best be developed during implementation of the process, following an environmental scan and with the help of representatives of the entire campus community.

Input from three members of SCUP, Jean Prinvale of National University, Robin Innes of California State University, Fullerton, and Linda Howdyshell of Washtenaw Community College, was invaluable. They shared ideas via electronic mail and sent materials, sample processes, and recommendations regarding reading materials. Howdyshell provided examples of vision development strategies. Dr. Prinvale passed along a wealth of insight, based on her experiences developing both a master's thesis and doctoral dissertation related to strategic planning. Innes shared components of an excellent process recently developed by her institution.

The formative evaluation committee liked the process designed by California State University, Fullerton. Its strategies for campus-wide communication and inclusion of various stakeholder groups were particularly helpful.

The process developed in this study includes environmental scanning activities and a campus-wide

planning process. It also includes provisions for community input and evaluation of the process. The process provides an opportunity for other planning documents (e.g., a vision statement and values statements) to be considered during development of the mission, goals, and institutional objectives.

The first draft of the process was completed March 2, 1995. It was mailed to each of the members of the summative evaluation committee. Following review of the document, based on the criteria established, the following suggestions were made by the committee:

1. The timing of the development of departmental objectives, strategies, and tasks should be made more clear in the process. It should be explained that these activities will be undertaken after the implementation of the process and the development of the institution's planning documents.

2. It should be stated that the process will be evaluated immediately after it is implemented. It was not clear whether it would be evaluated in January of 1997 or in the year 2010.

Suggestions made by the summative evaluation committee were incorporated into the final draft of the process. Copies of the final draft of the planning

process were presented to the president of North Arkansas Community/Technical College. A copy of the process developed, the product of this practicum, is included in the appendix of this report (see Appendix D).

The research questions for this study were:

1. What kind of process should be developed to review and revise the mission, goals, and institutional objectives of North Arkansas Community/Technical College?

2. What activities and participants should be included in the process?

## Type of Process Required

The type of process required to review and, if needed, revise the mission, goals, and institutional objectives of North Arkansas Community/Technical College contains the three basic concepts advocated by Meredith (1993). It is participatory in nature, with planning conducted institution-wide. It should foster good communication and, as Drucker (1990) advocates, reflect opportunities and needs, be reasonable and reflect the institution's capabilities, and merit the commitment of everyone involved. Planning should occur at all levels of the institution (Norris & Poulton, 1991) in order to

give ownership to all of the college's employees and earn their support (Schmidtlein, 1990). The process should lead the institution to the answers to the three questions posed by Senge (1990) concerning its vision, mission, and values. It should be pave the way for effective internal and external evaluation (Elson, Oliver, & Strickland, 1992; Simmons, 1992) and oversight (Zander, 1993), and reflect customer [student] needs (Neumann & Finaly-Neumann, 1994).

### Activities and Participants

The process should include an orientation session (Blong & Friedel, 1991); an environmental scanning component (Blong and Friedel, 1991; Lakeland Community College, 1993; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993); focus groups (Blong & Friedel, 1991; New Mexico State University-Alamogordo, 1992); committee work, including review of missions, visions, goals, and objectives developed by other institutions (Blong & Friedel, 1991; Evans, 1990; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993); a community survey (New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993), a community forum (Evans, 1990; Oromaner & Fujita, 1993); and a board and administration retreat (Blong & Friedel,

1991; Lakeland Community College, 1993). All employees should participate in the process (Blong & Friedel, 1991; Evans, 1990; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993), and input should be sought from students and citizens of the area (Blong & Friedel, 1991; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993).

# Chapter 5

# DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

## Discussion

The results of this study confirm the findings of Blong and Friedel (1991), Evans (1990), Meredith (1993), New Mexico State University-Alamogordo (1992), and Oromaner and Fujita (1993) that all college employees should have ownership of the planning process. Some previous research advocated environmental scanning as a component of a planning process (Blong and Friedel, 1991; Lakeland Community College, 1993; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993). That strategy was adopted in this study, adding a method that had not been employed previously by the institution.

The three questions Senge (1990) asks, related to vision, mission, and values, and the three essentials for mission success Drucker notes (1990), reflecting opportunities and needs, competence, and commitment are answered through an institution-wide process, as advocated by Norris and Poulton (1991), among others. This study corroborates the findings of Gelatt (1992), who notes the need to plan before planning.

The findings of Ringle and Capshaw (1990) regarding centralized planning activities were not adopted because they address planning activities (e.g., establishing departmental objectives, strategies, and tasks) that are not included in the mission, goals, and institutional objectives process. The need for a shared vision of mission, as defined by De Pree (1992) and Kennedy (1991), was reflected in the findings of this study. It confirms the view of Senge et al. (1994) that the process should allow its participants "to speak from the heart about what really matters to them" (p. 299).

## Conclusions

A practical, useful planning process can be developed using procedures outlined in this practicum. Although processes developed by each institution will be different, just as each college has its own identity, developmental stages can be replicated.

Committees involved in the process development each provided invaluable assistance. The criteria panel assisted, along with the review of the literature, in developing reasonable standards for the process to meet. The formative committee was able to use its knowledge of North Arkansas Community/Technical College to guide the application of research to fit the specific needs of the

institution. Summative committee input was valuable in correcting oversights because it took external views from within and outside of the state into consideration.

The information provided in the process should serve as a road map for implementation committees to follow in reviewing and, if needed, revising the college's planning documents. The timetable for activities should benefit the institution in meeting external and self-imposed deadlines.

## Implications

A planning process was developed for North Arkansas Community/Technical College. The process should enable the college to review and, possibly, revise its planning documents in an efficient and effective manner. It should also provide a forum for consideration of additional communications (e.g., values statements and/or a vision statement) to constituents. The college should use the process to involve all stakeholders in reaching a consensus on the direction in which NACTC needs to be moving. All members of the college community should feel ownership in documents produced using the process. Such ownership should result in the commitment to mission emphasized by Drucker (1990), among others.

## Recommendations

As a result of this study, the following recommendations are offered:

1. It is recommended that the process developed be utilized by the college.

2. It is recommended that the college's mission statement, goals, and institutional objectives be reviewed on a regular basis.

3. It is recommended that the process developed be evaluated each time it is used to assist in its improvement.

4. It is recommended that copies of the process be made available to other institutions as requested.

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# APPENDIXES

Appendix A

Process Criteria

The following criteria were established for the planning process to be developed:

1. **Definition of Terms**. Definitions of planning terms should be included in the process developed in order to help assure that appropriate planning components are considered.

2. **Involvement**. The process developed should provide for input from citizens of the college's service area and from college board members, students, faculty, staff, and administrators.

3. **Timetable**. A timetable for implementation of planning activities should be included in the process.

4. **Approval Process**. Steps needed for approval of a new mission statement, goals, and institutional objectives, along with any other planning documents developed through the process, should be outlined, in case they are needed.

5. **Evaluation**. Provisions should be included in the process developed for evaluation of the process.

Criteria were based on information collected from the literature review and input from Dr. Marvin Jones, cluster coordinator, Springfield Cluster, Nova

Southeastern University; Dr. Ana-Elena Jensen, associate cluster coordinator, Springfield Cluster, Nova Southeastern University; and Dr. Susan Carroll, president of Everett Community College and practicum evaluator for Nova Southeastern University. Criteria were validated by Dr. Jean Prinvale, assistant professor, School of Education, American National University, and Marsha Drennon, director of planning and development, Santa Fe (NM) Community College.

Dr. Jones, Dr. Jensen, and Dr. Carroll were chosen to serve on the criteria committee based on their close association with the project and their expertise in postsecondary educational issues. Dr. Prinvale has written a master's thesis and doctoral dissertation on strategic planning and is an expert in the field. She was chosen from a population of 3,100 members of the Society of College and University Planners. Drennon is an expert in planning and directs the process at one of the most successful community colleges in the country. She was chosen from 1,332 members of the National Council for Resource Development, the two-year college association of planning and fund-raising professionals. All five participants were selected based on the recommendations of colleagues and availability.

Appendix B

Formative Evaluation Committee

Members of the formative evaluation committee included: Dr. Bill Baker, president of North Arkansas Community/Technical College; Dr. Rick Hinterthuer, director of planning, management, and evaluation at NACTC; Melanie Savells, chairman of the board of trustees of NACTC during 1994; and Julia Angel, a business instructor at NACTC. Formative committee members were selected from a population that included nine college board members and 151 college employees. The following criteria were considered in selection of the formative evaluation committee: (a) experience and expertise in planning, (b) role in the college planning process, (c) the need for representation of both campuses and the college board, (c) familiarity with NACTC and its programs, and (d) availability.

Appendix C

Summative Evaluation Committee

Members of the summative evaluation committee for this project included: Bill Abernathy, president, Rich Mountain Community College, Mena, AR; Richard Gaines, president, Black River Technical College, Pocahontas, AR; and Eileen Piwetz, director of institutional advancement, Midland College, Midland, TX.

Abernathy and Gaines were selected from a population of 18 presidents of public two-year colleges in Arkansas. They were selected based on the following criteria: (a) to ensure representation of each of the two types of public two-year colleges in the state (community college and technical college), (b) the recommendations of Dr. Bill Baker, president of North Arkansas Community/Technical College, and (c) availability to assist with the project.

Dr. Piwetz is the director-elect of Region VI of the National Council for Resource Development. She is a former academic department chair and has chaired the strategic planning committee at her institution. She was selected from a population of 1,332 members of the National Council for Resource Development, the two-year college association of professional planners and

institutional advancement leaders. She was selected on the basis of recommendations from colleagues, her leadership position as president-elect of Region VI of the National Council for Resource Development, and her knowledge of the Nova Southeastern University practicum process. She is a Nova University graduate.

Appendix D

NACTC Planning Process

**MEMORANDUM**

To: Dr. Bill Baker
President

From: Jim Stockton
Vice President
Institutional Advancement

Subject: Proposed Planning Process

Date: April 1, 1995

## Introduction

Although North Arkansas Community/Technical College (NACTC) is almost two years old, the institution continues to use the mission statement, goals, and institutional objectives that were developed by North Arkansas Community College (NACC). The need for a review of mission, goals, and institutional objectives for NACTC was noted by a two-member team from the North Central Association of Colleges and Schools that visited NACC and Twin Lakes Technical College (TLTC) in September of 1992 and recommended approval of the merger of the two institutions.

Acting on your instructions, the following process has been developed to involve faculty, staff, trustees, students, community representatives, and others in the design of planning documents for NACTC. The process was created with the assistance of an an-hoc committee composed of: Dr. Bill Baker, president of NACTC; Melanie Savells, 1994 chairperson of the NACTC Board of Trustees; Dr. Rick Hinterthuer, director of Tech Prep and Planning, Management, and Evaluation; Julia Angel, business instructor; and Jim Stockton, vice president for institutional advancement and committee chairman.

The process developed has also been reviewed by an external committee of two-year college experts that includes: Bill Abernathy, president, Rich Mountain Community College, Mena, AR; Richard Gaines, president, Black River Technical College, Pocahontas, AR; and Dr. Eileen Piwetz, director of institutional advancement, Midland College, Midland, TX.

The following procedures were used to develop the process that is presented for your consideration:

1. A review of related literature, including theoretical and applied topics, was conducted.

2. Criteria were developed for the process. The following criteria are based on information gleaned from

the literature review and on input from experts in the field of postsecondary educational planning:

Definition of Terms. Definitions of planning terms should be included in the process developed in order to help assure that appropriate planning components are considered.

Involvement. The process developed should provide for input from citizens of the college's service area and from college board members, students, faculty, staff, and administrators.

Timetable. A timetable for implementation of planning activities should be included in the process.

Approval Process. Steps needed for approval of a new mission statement, goals, and institutional objectives, along with any other planning documents developed through the process, should be outlined in case they are needed.

Evaluation. Provisions should be included in the process developed for evaluation of the process.

3. The committee of four NACTC employees and one board member listed previously was organized to discuss the issues and practical requirements for development of a planning process.

4. Sample processes used by other colleges to design planning documents were secured and reviewed.

5. A draft of the process was written.

6. The draft was reviewed by a summative committee for validation purposes, using criteria previously established, and revisions were made based on committee input.

7. This completed process is recommended for use by the institution to develop new planning documents.

**Process Overview**

The process proposed in this memo meets all of the criteria, or objectives, established prior to its design. It includes: (a) an explanation of the rationale for planning, (b) definitions of planning terms, (c) a proposal to involve all members of the campus community and external stakeholders, (d) an explanation of the steps needed for approval of mission, goals, institutional objectives, and any other documents produced, and (e) a process evaluation component.

**Planning Rationale**

There are several benefits that may be gained as a result of a campus-wide planning effort. In fact, the process of planning is often as important to an institution as the products developed.

California State University, Fullerton advances the following rationale for planning:

> A successful planning process engages a campus community in regular and systematic communication about its future. Guiding principles that emerge from these communications can then be used to inform resource allocations. Very simply stated, planning is a way of thinking about the future in a systematic and regular way, organizing those thoughts, and writing them down. A plan then becomes a dynamic document that can help mobilize our institution, bring focus to its activities, and assist in the effective allocation of its resources.

Properly organized and implemented, cooperative planning fosters collaboration, shared understanding, and, ultimately, commitment on the part of participants. The implementation of planning should move an organization towards a shared vision of its future.

## Planning Terms

To assist in the consideration of various types of planning documents that may be developed, the following planning terms are defined:

Goals. Goals are timeless, general expressions of aims to be achieved.

Departmental objectives. Departmental objectives are specific, measurable outcomes, limited by time, that demonstrate achievement of goals and institutional objectives.

Institutional objectives. Institutional objectives are focused statements reflecting a major component or functional area within each goal.

Mission. The mission is the purpose and focus of an organization or institution. A mission statement explains why the institution exits.

Strategic planning. Strategic planning is a process to determine desired outcomes and strategies for accomplishing those outcomes through analysis of external threats and opportunities and assessment of internal strengths and weaknesses.

Strategies. Strategies are measurable assignments that describe means to achieve an objective.

Tasks. Tasks are the steps necessary to complete a strategy.

Values statements. Values statements reflect the institution's core beliefs and values.

Vision statement. A vision statement outlines the preferred future for an institution or organization.

## Planning Activities

A number of activities are recommended in the implementation of the proposed NACTC Planning Process:

1. An environmental scanning committee (ESC) should be created in the summer of 1995, under the

leadership of Dr. Rick Hinterthuer, director of Planning, Management, and Evaluation. The committee should be composed of between nine and 13 members, including representatives of the Northwest Arkansas Economic Development District, Harrison Chamber of Commerce, Ozarks Unlimited Resources Educational Cooperative, Employment Security Division, NACTC Personnel Office, and technical and academic faculty of the college. The committee should conduct environmental scanning activities and a community survey, and study materials relevant to internal and external scans. Information developed by the ESC should be used to conduct a strengths, weaknesses, opportunities, and threats (SWOTS) analysis.

2. A college planning committee (CPC) should be appointed by Dr. Bill Baker, president of North Arkansas Community/Technical College, in January of 1996. The committee should have about 31 members, including representation from all three college employee groups: administration, faculty, and classified staff. The committee should include three college trustees, one college foundation board member, all four vice presidents and the executive director, the director of PME, three students, two alumni, three representatives

of the institutional effectiveness committee, two representatives of the space utilization committee, three members of the environmental scanning committee, and three at-large community representatives, including two technical program advisory committee members.

The president of the college should serve as the committee chairman. The committee should accomplish the following:

1. It should participate in a SWOT analysis with representatives of the ESC to consider the college's strengths, weaknesses, opportunities, and threats.

2. It should determine what planning documents should be developed by the institution.

3. It should conduct committee meetings and subcommittee meetings to develop recommendations for the campus community and other stakeholders regarding mission, goals, institutional objectives, and any other formal statements developed. It should consider the SWOT analysis and review the college's existing documents, along with documents from other institutions.

4. It should foster communication between its members and other groups and committees on and off campus. It should publish a record of committee meetings and proposals in the college's employee

newsletter, **Hall Talk**. It should make its members available to faculty, staff, students, and others to answer questions as the planning process is implemented.

5. It should ask for input from college employees and others, and use the input to revise its documents.

6. It should publish its final recommendations, along with supporting documents.

7. It should organize an evaluation of the process after it is completed and offer recommendations for its improvement.

8. It should be reorganized as a smaller standing committee to work with the institutional effectiveness committee to integrate operational planning, strategic planning, and effectiveness measures after the planning process is completed.

During implementation of this process, the CPC should not be charged with (a) creating or implementing specific plans, or (b) making proposals about resource allocation.

Departmental objectives, strategies, and tasks will be developed by individual budget units following the design of the college's major planning documents. Departmental plans should be based on and tied to the college's mission, goals, and institutional objectives.

**Planning Steps and Timetable**

The following activities timetable is recommended for use in developing the college's planning documents Dates of subcommittee meetings and reports to campus groups are not suggested.

| Date | Activity |
|---|---|
| July 1-Dec. 31, 1995 | An environmental scanning committee (ESC) is organized and conducts an internal and external scan. Committee meetings are arranged by the chairman, Dr. Rick Hinterthuer, and materials are gathered by committee members and the PME office. |
| Jan. 6, 1996 | All-day retreat of College Planning Committee to review ESC materials and break up into small groups for SWOT analysis activities. The committee should receive planning timetable, overview |

| | |
|---|---|
| | of activities, copies of current documents, and planning terms prior to the meeting. A subcommittee should be appointed to review the need for vision, values, and mission statements, and institutional goals and objectives, along with any other potential documents to be developed. A second subcommittee should be appointed to develop a preliminary SWOT report, based on findings at the retreat. |
| Jan. 11, 1996 | Report of first CPC retreat published in **Hall Talk**. |
| Feb. 13, 1996 | Half-day CPC retreat to examine recommendations of subcommittees regarding planning documents to be developed and SWOT report. |

| | |
|---|---|
| | Preliminary SWOT report revised for publication in **Hall Talk**. Preliminary consensus is reached on the documents to be developed. |
| Feb. 22, 1996 | Publication of preliminary SWOT report and planning document recommendations in **Hall Talk**. |
| March-April, 1996 | Subcommittee prepares first drafts of planning documents, goal level or higher. Subcommittee uses input from SWOT draft publication to revise SWOT report. |
| April 26, 1996 | CPC full-day retreat to review mission and other planning document proposals and revised SWOT report. |

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| May 2, 1996 | Publication of first draft of mission and goals documents (and vision and/or values, if determined appropriate), along with second SWOT report draft in **Hall Talk** and student announcements. |
| Summer, 1996 | Input from college employees and students received. |
| | Initial presentation to trustees at board retreat. |
| | Committee work. |
| August 22, 1996 | Half-day CPC retreat. Planning documents and SWOT revised by full College Planning Committee. |
| September 12, 1996 | Revised planning documents and SWOT report published in **Hall Talk** and student announcements, and posted in |

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| | student centers on North and South campuses. |
| September-October, 1996 | Subcommittee work on institutional objectives for each goal. |
| November 1, 1996 | All-day CPC retreat to consider institutional objectives and input regarding planning documents, and to draft final SWOT report. |
| November 7, 1996 | Final SWOT report and proposed planning documents published in **Hall Talk** and student announcements. Documents also posted in north and south campus student centers. |
| November 19, 1996 | Community Forum |
| December 9, 1996 | Community Forum |

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| December 17, 1996 | CPC meeting to make revisions in planning documents as a result of community, employee, and student input. Presentation of planning documents to NACTC president. |
| January 3, 1997 | Deadline for review of documents by NACTC employee associations and comments to president. |
| January 6, 1997 | Staff Forum. |
| February 11, 1997 | Presentation of mission and other documents by the president to the college board of trustees for approval. |

**Approval Steps**

According to the college's governance structure, the following steps must be followed to gain approval of any planning documents developed by this process:

1. The proposal is developed by the College Planning Committee. Under the college's governance structure, proposals for a change in policy change may emerge from

any group; ad hoc, advisory, or standing committee; or task force.

2. The formal proposal change is forwarded to each of the three employee associations (administrative, faculty, and classified) and to the president.

3. Each employee association will forward a written recommendation and/or set of questions or concerns regarding the proposal to the president.

4. Upon receipt of the recommendations from the employee associations, the president will schedule a staff forum to discuss the proposal.

5. Within seven working days of the completion of the staff forum discussion, the president will notify all staff members in writing of his decision.

6. Any college group, committee, or task force may within two weeks file an appeal of the president's decision to the board of trustees.

7. The proposal is approved or rejected by the college's board of trustees.

**Other Recommendations**

Other recommendations are offered to assist in the implementation of the proposed planning process:

1. Use of the Plan Developed by the Planning Process. The plan developed by the process should outline

criteria to be used by the college to make informed decisions affecting priorities and resource allocation. The criteria should be articulated in planning documents developed (e.g., mission, goals, institutional objectives, etc.).

2. Guidelines for evaluation of documents developed by the process. In requesting comments regarding planning documents developed, the following questions should prove helpful:

- Do the planning documents satisfactorily reflect our shared vision, values, mission, and goals as an institution?
- Are the tone and presentation suitable?
- Are the goals attainable and realistic?
- Do the documents inspire creativity and new possibilities?
- Can the documents developed be used to guide departmental and college-wide planning? Budgetary decisions?
- In the year 2010, will we look back and say that the planning documents developed helped build a better North Arkansas Community/Technical College?
- Is anything of importance missing?

3. Other Avenues of Communication. The CPC should use other avenues of communication within the campus community. Proposed documents should be available on the college's computer network, with provisions for feedback via electronic mail. As has been mentioned, members of the CPC should serve as liaisons to other groups on the two campuses, including organizational units and committees, to help share information. Committee members, scheduled by the PME office, should be available to attend meetings to discuss the planning process and answer any questions. College planning committee activities, time schedules, and suggested reading materials should be listed in **Hall Talk**, and a "library" of planning materials should be maintained, containing all background material and readings used by the CPC. The final SWOT analysis should be published as a supporting document to the approved plan.

The two proposed open forums should include a brief description of the planning process and an opportunity for questions and comments. Individuals attending the open forums should be divided into smaller discussion groups to address questions regarding the mission, goals, and other planning documents in order to develop recommendations to improve the draft of the planning

documents. Feedback from all forums, plus comments received by electronic mail and written and oral communications, should be considered in developing the final draft of the planning documents.

**Process Evaluation**

The planning process should be evaluated by its participants in January of 1997, following completion of the process. It is recommended that the evaluation form be designed in a way that the answers can be scanned by the faculty secretaries' office. Respondents should be given five options to respond to statements: (a) strongly agree, (b) agree, (c) undecided, (d) disagree, (e) strongly disagree. A list of statements, based on the original process criteria, is presented for consideration by the College Planning Committee. The committee should have the freedom to add to or subtract from the following:

1. Definitions of planning terms were clear and easily understood.

2. Planning terms were helpful in considering what planning documents should be developed by the college.

3. All college employees had an opportunity to provide input in the development of planning documents.

4. Other stakeholders had an opportunity to provide input in the development of planning documents.

5. The time allowed for development of planning documents was appropriate.

6. College employees and other stakeholders had ample opportunity to comment before the final documents were presented.

7. The college's approval process was followed in the proper manner, and each association had an opportunity to carefully review the final proposal.

8. The College Planning Committee afforded adequate representation to internal and external stakeholder groups.

9. The process was effective in eliciting a free exchange of ideas from all participants.

10. The planning documents developed represent the shared vision of all the participants in the process.

An opportunity should also be available for each participant to offer written comments on the back of the evaluation form.